

Reimagining RI Education: Fall Reopening Plan Framework School Year 2020-21

Division of Teaching and Learning

WORKING DRAFT: 5/22/2020



RIDE Rhode Island
Department
of Education

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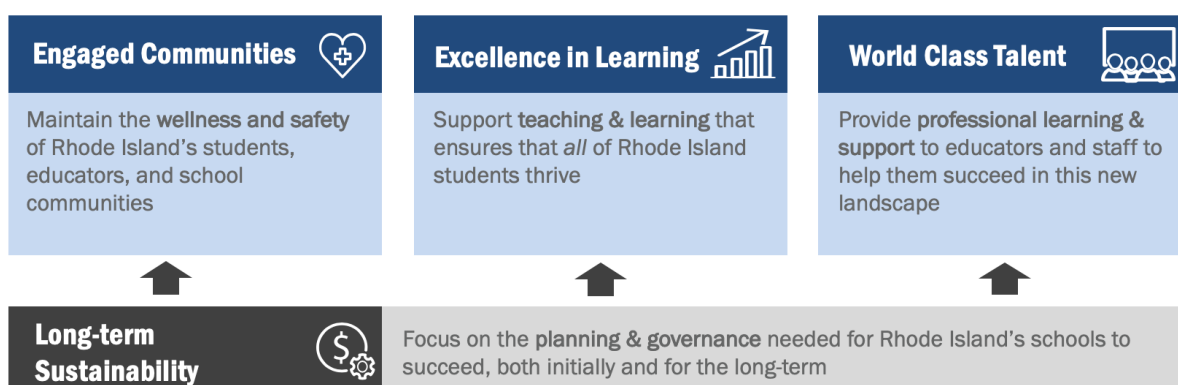
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Introduction

In this unprecedented time, we recognize the sense of urgency to plan for the safe and sensible reopening of physical school buildings. What makes advanced planning in this context especially difficult is the fact that conditions with respect to the continued spread of COVID-19 are constantly in flux. Because of the shifting public health picture, it is simply not possible to predict with any certainty what aspects of reopening will, for the health and safety of the public, end up being dictated by state regulation or by executive order from the Governor.

The Reimagining RI Education: Reopening Plan Framework is the first step in a series of guidance that RIDE will release to prepare for the next school year. It is consistent with Commissioner Infante-Green's vision for education in Rhode Island.



It is organized around four key components: Wellness & Safety, Teaching & Learning, Professional Learning & Support, and Planning & Governance. In addition, the framework leverages the Opportunity Lab's "[Return to School Roadmap](#)." It is organized into three stages: "Do First," "Do Before Schools Reopen," and "Do Once School Reopens."

This framework is intended to assist local education agencies (LEAs) and schools as they begin to plan for the reopening of schools for the 2020-21 school year. The framework is not exhaustive or final; we know that the COVID-19 landscape is rapidly changing—this uncertainty will require us all to be flexible and pivot quickly as circumstances change. **Guidance from the CDC is changing regularly**, so please make sure you are using that organization's most up-to-date guidance. We will continue to update the information below and the information on our website as necessary using national and local data, research, and published reports. In addition, as districts plan, it is important to note that this work is heavily dependent on and responsive to the public health conditions at any particular point in time in their area.



The most current health information and data will always drive decision-making.

STAGE 1: Do First

LEAs and schools can immediately begin performing the tasks below. They should be completed prior to the close of SY19-20. Guidance around how federal stimulus funding can support some of the work below will be released in the near future.

In all of the components of the framework, ongoing, two-way communication with school staff, families, and the community is essential.

Planning & Governance: Governance, operations, & technology

Tasks	Date Completed
<p>1) Launch a Reopening Schools Committee: Determine a leader with single-point accountability, meaning there is one person who is ultimately responsible. This committee will assist in planning and implementing plans according to the latest public health information and RIDE's guidance.</p> <p>The Reopening Schools Committee should include staff from various key stakeholder groups: (e.g. central office staff, Director of Maintenance, Head of Human Resources, Special Education Directors, Technology Director, Certified and Noncertified Staff, Union Presidents, parent, School Committee Chairperson, Director of Food Services, and a school nurse representative).</p> <p>The Reopening Schools Committee should have a representative from each school in the district or at least one from each educational level (i.e., elementary, middle, high).</p> <p>Determine which additional stakeholder groups need to be consulted with, but not necessarily serve as standing members of the committee (e.g., transportation, before/after school care).</p>	
<p>2) Articulate a vision in line with local values and community needs relative to the Committee's work and communicate this vision to all district stakeholders.</p>	



3) Define and assign roles and responsibilities of Reopening School Committee work. This may include creating subcommittees relative to essential actions within each component of the framework.	
4) Institute a regular virtual meeting schedule to ensure consistent communication flow to and from key stakeholders.	
5) Assess where additional capacity and support may be needed from external partners to support the Reopening School Committee’s work. Subsequently, develop strategies, including procurement considerations, for securing assistance.	
6) Conduct a technology audit to determine a plan for collecting, inventorying, refurbishing/repairing, and ordering new devices. Suggest creating a system or tool (ex. Google Sheets) for tracking devices. Without a documented system, management of device and technology infrastructure issues will be difficult.	
7) Assess and update student enrollment and attendance policies to think about how attendance is defined and measured if not all students are participating in-person.	
8) Review staffing and begin to consider what actions may need to happen to protect “at risk” staff members such as changes in staffing assignments, job descriptions, and staffing needs.	

Teaching & Learning: *Transitioning back to school, instruction, & supports for vulnerable students*

Tasks	Date Completed
1) Build a Teaching & Learning working group or subcommittee, potentially led by the Director of Curriculum or Assistant Superintendent, Chief Academic Officer or the equivalent, and composed of diverse and representative stakeholders on the district and school-level, such as school leaders and teachers.	
2) Set an ambitious goal to ensure that every student is on track for success academically and socially and emotionally by the end of the 2021 school year. This could include developing a process for schools to create and implement individualized plans for each student based on their needs.	

<p>3) Develop a plan for assessing students’ learning progress and loss that includes multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback). LEAs should consider what assessment information can be gathered before the close of the SY19-20 school year and what assessment information they will collect at the start of SY20-21.</p>	
<p>4) Inventory all intervention programs and services that are available to students when school re-opens, through the district, and on the school-level, and identify any gaps. This inventory should include the interventions available through distance learning and those available in-person.</p>	
<p>5) Identify the most vulnerable students to recognize and prioritize their needs. (Examples include: students who are differently abled, multi-lingual learners, students who are homeless or live in temporary housing, migrant students, students ‘at risk’ for dropping out, students who live in poverty or whose families face other challenges, and students directly affected by COVID-19 due to a death or job loss in their family) .</p> <p>Begin to plan for ways in which instruction can continue for students who are not able access in-person learning for COVID-19 related reasons, even if their grade level/group/class has returned in-person.</p>	
<p>6) Finalize and communicate plans about changes to testing, grading, report cards, and promotion policies, and outline decision points for the close of SY19-20.</p> <p>Refer to RIDE’s Distance Learning Expectations document for guidance.</p>	
<p>7) Ensure that schools and teachers are engaging in intentional curriculum planning and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.</p> <p>RIDE will provide guidance and support around curriculum planning and implementation for SY20-21. However, districts should examine their curriculum resources and determining a system for capturing which content was taught and learned during Distance Learning as they plan for SY20-21.</p>	
<p>8) Begin planning for possible before- and after-school programming options based upon community offerings, and the most recent CDC guidelines.</p>	

Wellness & Safety: *Facilities, health, & safety measures for school staff, students, & their community.*



Tasks	Date Completed
1) Build a Wellness & Safety working group or subcommittee , composed of diverse and representative stakeholders on the district and school-level, such as school leaders, teachers, school nurse, mental health support personnel. This may be your existing Crisis Team.	
2) Determine facility needs: Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease (Ex: soap, hand sanitizer with at least 60 percent alcohol for staff and older children who can safely use hand sanitizer, paper towels, tissues, disinfectant wipes, cloth face coverings and no-touch/foot-pedal trash cans). What cleaning materials do you have & what might you need? What other facility needs do you have based upon the most recent CDC guidelines ? Begin to create guidance on cleaning schedules and staffing needed to fulfill those schedules based upon CDC cleaning guidelines .	
3) Assess current mental health resources (personnel, existing partners) to determine if there is a need for additional external supports to address staff and student mental health and wellness. Begin to reach out to existing supports or potential community partners to assess the potential for expanded work.	
4) Evaluate staff mental health utilizing surveys to assess their readiness to return, strengths, and needs.	
5) Provide resources for staff and student self-care. RIDE has created a menu of mental health resources as well.	
6) Begin to think about the impact of health-and-safety guidelines as you plan for reopening using the CDC Considerations for Schools to guide immediate next steps your district and schools can take.	

Professional Learning & Supports: Curated resources and state & local supports.



Tasks	Date Completed
1) Build a Professional Learning working group or subcommittee , composed of diverse and representative stakeholders on the district and school-level, such as school leaders, teachers, support staff, and non-certified staff (TAs).	
2) Begin to assess possible summer and before school reopens professional learning needs for administrators, educators, nurses, support staff, and non-certified staff members. RIDE will also be exploring professional learning options for district and school staff at all levels.	
3) Explore resources and plan restorative supports and professional learning offerings for teachers around topics such as COVID-19 and trauma, Social Emotional Learning, Restorative Practices, and Culturally Responsive Education. RIDE will also be exploring professional learning options in the areas listed above, as well as possible social and emotional supports for students and educators.	
4) Determine what adjustments in adoption and implementation of curriculum materials may be needed for SY20-21 based upon what worked and did not work well during SY19-20 Distance Learning and in accordance with the Curriculum Legislation.	
5) Explore possible resources for conducting a district audit on distance learning practices and possible resources to support gaps. RIDE is also looking at tools to support this work.	

STAGE 2: Do Before Schools Reopen

Guidance Coming Soon

STAGE 3: Do Once Schools Reopen

Guidance Coming Soon

